



Inmans Primary School

Spelling Policy

Date	Written By	Approved by	Review Date	Approved by Governors
September 2024	M Thompson	SLT	September 2025	

Introduction

This policy document is written after consultation with the SLT, English co-ordinator and teaching staff. It is a working document, which reflects the ethos and practice within the school in relation to the teaching of Spelling. It has been written with due regard to the requirements of the New National Curriculum for English and it will be monitored and evaluated according to changes within these documents as and when they arise.

Rationale

At Inmans Primary School we aim for all children to achieve the highest possible standards of spelling. We want children to spell well and to achieve satisfaction in spelling well. Whilst we do not want a fear of incorrect spelling to undermine children's willingness and motivation to write using a broad range of ambitious vocabulary, we expect teachers to set clear expectations for children, so that all words previously taught are spelt correctly and that children have a range of strategies to help them spell unknown words. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has the profound effect on the writer's self-image, therefore, we believe that a positive, motivating and interactive approach to spelling will encourage children to recognise their achievements. Through careful teaching and using specific strategies to develop spelling through its stages, we can encourage children to investigate and overcome spelling problems, thus becoming more confident writers. We recognise that spelling is a fundamental part of the writing process and believe that when spelling becomes automatic, more thought and creativity can be put into the exact content of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. The improvement of spelling is a focus for teaching and learning for the whole school.

Aims

At Inmans we aim:

- To provide a rich and lively learning environment, supported by well-chosen word resources and interactive displays to enhance pupils' learning.
- To teach spelling systematically throughout the school.

- To teach Phonological Awareness, Word Recognition, Graphic knowledge and Spelling knowledge.
- To use Phonological Awareness, Word Recognition, Graphic knowledge and Spelling knowledge in all Key Stages to help children decode unfamiliar or increasingly difficult words.
- To encourage children to develop and learn a personal bank of frequently used words, as indicated in the New National Curriculum for English.
- To equip children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- To make children aware of the Writing Process so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate.

Roles and Responsibilities

The Staff

- To ensure that teachers plan for the teaching of spelling every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.
- To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
- To teach a range of approaches to learn spellings.
- To provide children with a range of strategies to help them become secure with spelling rules.
- To ensure children's spelling is assessed on a regular basis and that this is used to inform future planning.
- To ensure that everyone shares good practice, reviewing this on a regular basis, to ensure there is continuity.

The Pupils

- To use the strategies taught to them, to help secure spelling skills.
- To be able to identify the most effective methods to help them to learn and recall spelling rules.
- The option to practise, at home, the spelling rules which have been taught at school, to consolidate their learning in line with the homework policy.
- To transfer skills to their written work, correctly spelling words that have been learnt.

The Parents

- To support their children in the learning of spelling.
- To be familiar with the strategies that the children are encouraged to use to help them to learn their spellings.

Teaching and Learning

Children are assessed at the end of each level and term during the Floppy's phonics programme before moving onto the next level. For further information about the teaching and learning of spelling in Foundation Stage and Year 1, please refer to the Phonics policy.

Transition from Year 1 to Year 2

By the end of Year 1, the expectation is that most children will be secure at level 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling requirements for Year 2.

For those children who are not yet secure at level 5, it will be necessary to continue with daily phonics sessions.

Year 2 and Key Stage 2

In Year 2 and Key Stage 2, there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the morphology of words and the use of a range of word resources, such as dictionaries and thesauri. Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge and skills taught in EYFS and Year 1. A discrete period of 15 minutes approximately and further teaching of spelling within English lessons will take place at least four times a week, following the suggested teaching sequence.

The long-term plans for teaching spelling in Key Stage 2 will be taken from the Spelling appendix in the new National Curriculum for English. (Appendix A)

Learning and practising spelling (across the whole school)

To become successful spellers, pupils need to be given opportunities for consolidation on a regular basis and should include the promotion of collaborative learning. The teaching of spelling should predominately be school based as the practice of giving lists of words solely to learn as homework has proven to be less than successful.

Pupils will develop different strategies for memorising high frequency, or 'helpful' words, or subject specific vocabulary. The children may continue to use the system taught in EYFS and Year 1.

Other memory strategies to support learning of high frequency (helpful words) or subject specific vocabulary:

Syllables - To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)

Root words - To learn my word I can find its root word (e.g. Smiling – base smile + ing, e.g. suggestible = suggest + ible)

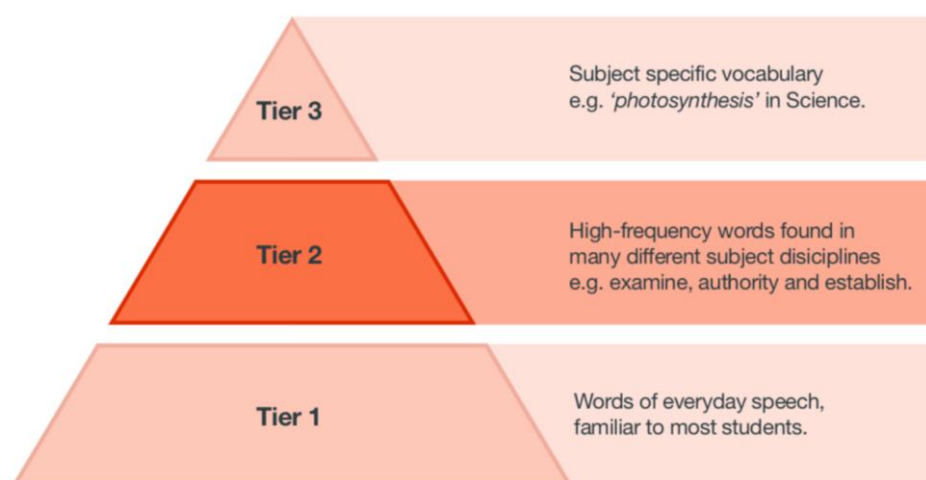
Analogy - To learn my word I can use words that I already know to help me (e.g. could: would, should)

Mnemonics - To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange people like elephants)

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;
- guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

When marking spellings, teachers do not correct beyond that which has been taught. The words to be marked will vary depending on age and key stage, but will be marked according to tiers as below:



Teachers are expected to use their professional judgement as to the number of spelling mistakes corrected in any one single piece of writing. Teachers base their assessment according to the objectives set out in the New National Curriculum for English and set targets accordingly.

- English books and extended writing: Words from either Tier 1 or Tier 2, or a combination of the two.
- Foundation subjects and science: Words from either Tier 1 or Tier 3, or a combination of the two.

Marking of written work provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

As part of the child's improvement work, following the teacher's marking, the child should look at these spelling improvements:

- a) Children in Key Stage 1 and less able children in Key Stage 2 should have the words corrected fully by the teacher writing the word above the incorrect spelling or in the margin. It should be clear to the child how exactly to spell the word and their 'improvement' might be to copy that word or sentence underneath the piece of work marked.
- b) Children in Key Stage 2, or more able children in Key Stage 1, should have a selection of incorrect spellings underlined. They should then attempt to spell the word correctly or use a dictionary to help.

Once a child is secure in their spelling of a word, it will not be accepted to be spelt incorrectly.

Teachers will:

- Set clear expectations when the children start to write. Reminding them of the strategies, rules and conventions that they can apply.
- Analyse children's errors.
- Provide feedback and time to respond.

Inclusion

Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher in conjunction with the inclusion team/SENCo where relevant.

SEN

For children on the SEN register, information gathered from the NFER spelling results and teacher assessments is used to inform the inclusion team / SENCo and class teacher of the children who may need specific spelling targets. The information is also useful when planning English groupings in years 5 and 6.

For certain children, it may be relevant to follow a more structured phonics and spelling scheme in order to meet their specific learning needs. These interventions are recommended by the inclusion team /SenCo.

Pupils in the Ipod are assessed on their individual needs and taught at the appropriate level following the same teaching model used throughout the school. For those children who are not yet secure at level 5, it will be necessary to continue with daily phonics sessions. For those children who have successfully passed the phonics screening check, spelling patterns will be taught and learned at a level appropriate for the child.

The Classroom Environment

The skills that children develop in spelling are linked to, and applied in, every subject of our curriculum. The children's skills in spelling will enable them to communicate and express themselves in all areas of their work in school.

The spelling of key vocabulary in all subject/topic areas and will be taught through the strategies already listed above. Children will be encouraged to read and spell new words

relating to different topics taught across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

To raise the profile of the importance of good spelling, it has been agreed that, in addition to the aforementioned expectations, in any piece of written work completed by a child, the teacher can, where appropriate, mark or correct spellings accordingly. Examples of when this correction might be appropriate include:

- A common word, usually spelled correctly, has been incorrectly spelled.
- 'Sloppy' spelling, where a word given on the board or on a word bank has not been looked at properly to ensure correct spelling.
- A word given in previous tests that has been incorrectly spelled.
- Key vocabulary (to include, but not be restricted to, common exception words, vocabulary from knowledge organisers, key stage spelling lists etc.)

Spelling tests

A weekly consolidation assessment is administered as a class based upon the words taught during the previous week. This will then be followed with a four-weekly consolidation assessment containing a selection of words from the previous four weeks' spelling patterns. Children may be tested on words which adhere to the rule learned but which were not part of the original list.

The impact and implementation of this policy will be monitored through observation of phonics and spelling lessons and activities by the SLT during lesson observations. A selection of books will also be scrutinised each year to monitor the impact of the policy on the standards of spelling throughout the school.